DEVELOPING BEHAVIOR INTERVENTION PLANS TO SUPPORT STUDENT LEARNING

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Learning Objectives

- Developing a Behavior Intervention Plan is a two-part process

- Developing a Behavior Intervention Plan is a Team Activity

- Behavior is communication and meets a need

- A Behavior Intervention Plan is a plan for teaching and learning skills in an environment that supports the student's learning curve.

What's your Plan?

DEVELOPING A BEHAVIOR INTERVENTION PLAN: THE PROCESS

Part One

- Identify the specific Behaviors of Concern

- Identify the Factors to Consider regarding the behavior

- Analyze all of the data collected

- Develop a Hypothesis of the Function of the behavior

Part Two

- Develop a plan for the teaching and learning of new behavioral skills and identify how the environment will support the learning of these new skills (Based on the hypothesis from the FBA)

- Implement the plan and progress monitor effectiveness

IS THERE A BEHAVIOR OF CONCERN?

Unsafe

Interferes with the student's learning opportunities

Has potential to remove student from instruction, class or school

Interferes with the learning opportunities of other students

Document the Case Conference Team discussion in the IEP

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Is the pattern of this behavior impeding the student's learning or that of others?

If the answer is yes…

"The IEP team shall in the case of a child whose behavior impedes his/her learning or that of others, *consider, when appropriate, strategies including positive behavioral interventions, strategies, and supports to address that behavior*"

IDEA Amendments, 20 U.S.C. § 1414(d)(3)(B)(i)).

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IS THE PATTERN OF THIS BEHAVIOR IMPEDING THE STUDENT'S LEARNING OR THAT OF OTHERS?

IF THE ANSWER IS "WE DON'T KNOW ?"

CONSIDER:

- SUPPORTS TO THE ENVIRONMENT

- PROVIDING AN ACCOMMODATION

- TEACHING THE STUDENT A SKILL

(KEEP DATA!)

Functional Behavior Assessment

FBA is a process for determining the reason or reasons why a student engages in inappropriate behaviors by identifying predictable relations between the behavior and the environment in which it occurs. It is important that the goal of an FBA is to develop an effective intervention.

O'Neill, R.E. et al. (1997)

WHEN DOES ARTICLE 7 REQUIRE THE FBA

✓ Initial Eligibility Requirement

✓ Discipline

✓ Revision of Existing FBA

✓ When the CCC has determined there is a pattern of behavior that impedes learning (to guide develop of the BIP)

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A FUNCTIONAL BEHAVIOR ASSESSMENT IS A REEVALUATION

Notice vs Consent

A functional behavior assessment may be based on a review of existing student information, based on new information, or a combination of both.

The FBA that is based on <u>existing</u> data about the student *REQUIRES a NOTICE of this decision be provided to the parent*

An FBA that is based on any <u>new information</u> *REQUIRES signed and informed CONSENT of the parent.*

Identify the behavior(s) of concern

- Provide a description of the behavior of concern a detailed description that allows someone to act out the behavior exactly like the student does.

- Include when and where the behavior occurs and when and where it does not.

HERE'S A STRATEGY

Have a team that knows the student, walk or talk through the student's day. Note when the behavior occurs or is most likely to occur.

Example:

"How does he get to school?" Bus, Walk, Car

"Where does he go after he arrives?"   To breakfast in the cafeteria, to the playground until the first bell

"After first bell, where does he go?" Heads to home room

Have discussions with the people in that environment (as a group preferably) to get the most detail description possible.

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IDENTIFY THE FACTORS TO CONSIDER REGARDING THE BEHAVIOR:

Frequency, intensity and duration of the interfering behavior(s)

Information gathered from student inventories (student perspective)

Potential health related issues, medications intended purpose, changes in prescribed dosages and observed changes in behavior

Absence of interfering behavior

Observations across all settings with data collection

ABC's of Interfering Behaviors

Antecedents

Specific situations that trigger the behavior: types of interactions, types of instruction, location, events, activities, environmental factors, etc.

Behaviors

Work with top three behaviors or less to be effective.

Consequences

Note what typically happens *after* the behavior occurs. Is the student ignored by peers or do they laugh? Is the student sent to the office? Is there a verbal exchange with the teacher?

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A Hypothesis of the Function of the Behavior

1. Interfering behavior that is maintained by **obtaining access to something desirable**: attention, activities, objects, power or control of the situation, etc.

2. Interfering behavior that is maintained by **escaping or avoiding something undesirable**: people, activities, events, demands, tasks, etc.

3. Interfering behavior attributed to weak or missing skills, are considered a **skill deficit**

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Hypothesis Statement

- When…

(describe the **setting events** associated with the interfering behavior)

- the student …

(describe the **interfering behavior** in specific, measurable terms)

- in order to get or avoid…

(describe the **function/goal** of the behavior – what was gained or avoided)

HYPOTHESIS STATEMENT

When Joanne hears the bell for the end of recess time,
she runs to the furthest corner of the play area
in order to avoid going inside to language arts class.

(What is it about language arts class that she avoiding?)

BEHAVIOR INTERVENTION PLAN

The Behavior intervention plan will address the following areas:

Antecedents and Setting Events

Reactions and Results

Skill Deficits

Reinforcement (rewards and consequences)

ANTECEDENT INTERVENTIONS (PREVENTION)

General Classroom Setting

Academic/Task

Tangible

Procedural

Nonverbal

Verbal

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REPLACEMENT BEHAVIORS: "WHAT DO YOU WANT ME TO DO INSTEAD?"

Replacement behaviors should be written in positive terms specifically stating the intended behavior to **increase**.

The identified replacement behaviors to increase will be included as behavior goal(s) in the IEP.

(Make it a FERB)

Functional Equivalent Replacement Behavior

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STUDENT LEARNING

What skills and/or procedures will the student need to learn to help him or her eliminate the interfering behavior?

Skill Deficit VS. Performance Deficit

Teaching for Behavioral Change

Teach, model, and practice the new skill.

The new skill must be clearly defined for the student.

The new skill must be systematically taught to the student.

Avoid the assumption that the desired skill is something the student already knows how.

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POSITIVE REINFORCEMENT FOR REPLACEMENT BEHAVIORS

Start with the FERB, meet the desired need in a situation- appropriate manner

- Use the information from a student reinforcement survey
- Clearly define the desired behavior(s) that will be rewarded
- Choose the type/system of reinforcement
- Define how often the reinforcement will be offered
- If a token system is used, determine how many tokens must be earned;
- Determine when the reinforcement will be given
- Clearly define what conditions/behaviors will result in a loss of the reinforcer

INTERFERING BEHAVIOR REDUCTION STRATEGIES REACTIVE INTERVENTIONS

We have a plan.

What do we do when the behavior happens again?

- Identify reactions/results are reinforcing the behavior

- Consider what the student gains/avoids by using the behavior

- Determine what strategies will be used to avoid the

reinforcing reaction/results

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CRISIS MANAGEMENT: WHERE TEACHING AND LEARNING ENDS AND SAFETY OF ALL BEGINS…

Is the student likely to require crisis interventions due to concerns for safety of self/others?

Is there a history of severe behaviors that could become dangerous in the learning environment?

District Policies and Procedures should be followed by ALL.

Clearly document this discussion and any decisions in the IEP.

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BEHAVIOR GOALS AND PROGRESS MONITORING

Write goals in a manner that indicates the skill
the student will develop and use.

A behavioral goal must meet the requirement of measurability.

Identify data collection method(s) to be used:

How, when, where, how often (frequency) and by whom
will behavior change will be measured and documented?

IEP DOCUMENTATION

- Is there a behavior of concern for the CCC team to talk about?

- Does the pattern of this behavior impede the learning of self or others?

- Can environmental supports or accommodations provide support to the student?

- Can a skill be taught to address the interfering behavior?

- Does the student need a Behavior Intervention Plan?

Clearly document the CCC discussions in the IEP

EP

Follow-Up

The BIP should be reviewed monthly (at minimum) and mutually agreed upon by the case conference committee.

Discuss the progress monitoring data from the goal

Any revisions, additions, or changes to the BIP should be dated and documented in the IEP at the time of the review.

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WHAT TO DO WHEN A BIP "DOESN'T WORK"

If plan is *not* being implemented, probe as to why not:

➤ Not matched to skills of staff
➤ Not matched to resources of classroom-time, materials, etc.
➤ Staff not trained
➤ Copy of plan not in classroom
➤ Staff didn't agree with plan
➤ Monitoring/support for staff hasn't occurred

If one of the above is an issue, problem solve.

If none of the above 'fit,' revisit the assessment (function/antecedents probably not accurate).

If all above suggestions result in no change, revisit the assessment (function/antecedents probably are not accurate).

(The BIP Desk Reference www.pent.ca.gov 2013)

WHAT TO DO WHEN A BIP "DOESN'T WORK"

If plan *is* being implemented:

➢ Check data--is the plan really not working? If no data, how do you know?

➢ Check for functional equivalency of replacement(s)?

➢ Check for frequency of instruction of replacement--opportunities for successful practice built into schedule vs. just waiting for opportunities to use

➢ Check for efficiency of replacement--is it easier to use the targeted behavior because replacement isn't being prompted/shaped or reinforced?

➢ Are coping behaviors also being instructed?

➢ Check reinforcement--schedule? Used even when replacement prompted? Meaningful?

➢ If student is old enough was the student involved in assessment and plan development? If no, then back up and include, if yes, ask them!

➢ Any new "stuff" in class, home, etc.

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RESOURCES

Positive Environments, Network of Trainers

www.pent.ca.gov Diana Browning-Wright Director, Emeritus

Behavior Intervention without Tears by Terry Johnston (2015)

Teaching Behavior by Terrance Scott (2016)

Evidence Based Interventions Network
http://ebinetwork.Missouri.edu

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